



NEWSLETTER

FRIDAY 9TH JANUARY

ISSUE NO.15

EXCELLENCE IN EVERYTHING



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

As we begin 2026, it feels like a natural moment to reflect on fresh starts, new ideas and new beginnings. Rather than asking the familiar question “What do you want to be when you grow up?”, this week we asked something different and more important: “Who do you want to be when you grow up?”

The responses from children across the school were powerful. From Reception to Year 6, pupils spoke not about jobs or status, but about character: “I want to be someone people can trust.” “I want to keep going when things are hard.” “I want to be kind, even when others aren’t.” “I want to make my family proud.” There was no scripting or coaching - just honesty - and it reminded us that character does not develop by accident. It must be taught deliberately.

At Warren Farm, this belief sits at the heart of our approach to education. Through our bespoke character curriculum and 12 character waypoints, we focus on who our children are becoming, not just what can be measured. The true impact of this work may not be visible for many years, but it will be seen in the choices our children make, the values they hold and the character they show when no one is watching.

In a rapidly changing world where roles will evolve and technology will reshape the future, one thing will always endure: the type of person you are. As we begin this year together, we encourage families to pause, reflect and talk at home about this important question: “Who do you want to be when you grow up?”

As you will have seen on Class Dojo, next week on **Thursday 15th January**, Mr Davis will hold our next parent/carer Character Education Working Party meeting. During the meeting, Mr Davis will share updates and collaboratively plan a parent workshop for our Waypoints of the Half term for Spring 1 - Work Ethic and Motivation. All parents/carers are welcome to attend and we look forward to you joining us in our community room at 08:50.

Finally, I would like to thank all parents/carers for your patience, flexibility and understanding following our decision to close the school due to severe weather on Friday. We recognise how disruptive last-minute changes can be for families, and we do not take such decisions lightly. As always, the safety and wellbeing of our children, families and staff must come first, and we are grateful for your continued support and trust in these circumstances. Make it a great weekend

Mr Taylor

DATES FOR YOUR CALENDAR

Tue 20th January	1CP Phonic workshop at 9:00
Wed 21st January	1/2DN Phonic workshop at 9:00
Wk Beg: 26th January	Bikeability for Years 5 and 6
Mon 2nd February	National Storytelling Week
Tues 4th February	Parents Evening all year groups 3:30pm - 6:00pm
Wed 5th February	Parents Evening all year groups 3:30pm - 6:00pm
Fri 13th February	Break up for half term

“Although no one can go back and make a brand new start, anyone can start from now and make a brand new ending.”

Carl Bard



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EARLY YEARS



Welcome back! We are so pleased with how the children have come back to school with the right attitude and work ethic, and we've all hit the ground running down in Early Years. This week, Reception have been exploring weather. We've really enjoyed being scientists and experimenting with how rain forms in a cloud and falls to the ground. In Nursery, children have been exploring shape by building a bridge for the Three Billy Goats Gruff! Please remember to send children with wellies, hats, scarves and gloves as the weather turns colder.



KEY STAGE 1



Happy New Year! We have had a terrific start to 2026. The children have been developing their oracy skills in Writing, as we have been discussing the book, 'Jack and the Beanstalk'. They retold the story in different ways and discussed whether Jack's actions were good or bad. They explored different types of plants to begin our new Science topic and explored clay in our first Art lesson of the term. In History, they learnt about and discussed what a hero is and where our local area is, for our new topic, 'Local Heroes'. Please remember to return PE kits to school and sign reading records daily.



ATTENDANCE

Attendance remains a key priority for us as a school. On our first day back after Christmas, we had **over 30 children absent**. While this has improved, we are still currently seeing **around 25 children off each day**. This includes children taken out for holidays and others with sporadic absence. To put this into context, **25 children absent every day means 125 missed days of learning a week**. Over a term, it quickly becomes hundreds of days that children are not in class, not learning, and not benefiting from routines, relationships and support. We understand that children will sometimes be unwell, and we will always work with families where there are genuine difficulties. However, avoidable absence, particularly term-time holidays and repeated days off, has a significant impact on children's progress and confidence. Attendance is a **shared responsibility**. When children are in school every day, it strengthens learning, builds resilience and supports long-term success. Our message is simple: **every day in school matters**. Thank you to the many families who ensure their children attend school every day. We now need a collective push to reduce lost learning days further. If attendance is a challenge for your family, please speak to us. We are here to support.

TERM DATES

Spring Term 2026

Starts: Monday 5th January 2026

Finishes: Friday 27th March 2026

Half Term

Monday 16th February 2026 to Friday 20th February 2026

Easter Holiday

Monday 30th March to Friday 10th April 2026

Summer Term 2026

Starts: Monday 13th April 2026

Finishes: Friday 17th July 2026

Half Term

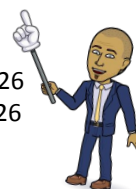
Monday 25th May to Friday 29th May 2026

Bank Holiday

Monday 4th May 2026

School closed for voting

Thursday 7th May 2026



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SAFEGUARDING

Knife crime is an issue that affects communities across Birmingham, and while primary-aged children are not typically involved, they can still be impacted by what they see, hear, or experience in their neighbourhoods and online. As a school, we are committed to keeping children safe by helping them understand the importance of making positive choices, resolving conflict peacefully, and knowing where to seek help if they feel worried or unsafe. We encourage parents and carers to talk openly with their children in an age-appropriate way, reassuring them that they are safe while reinforcing clear messages about staying away from dangerous situations and reporting concerns to a trusted adult. By working together as a community, we can help our children feel secure and supported as they grow. [Knife crime in Birmingham](#)

INCLUSION

The Communication and Autism Team (CAT) supports nurseries and schools in developing strong autism-inclusive practice. Each mainstream setting has a dedicated CAT member who works with staff to build autism knowledge and ensure all children can fully access their education. CAT uses nationally recognised Autism Education Trust (AET) principles and standards to promote inclusion and offers free and additional training, including *Making Sense of Autism*. Please keep an eye on class Dojo for any up and coming Parent/Carer Drop in sessions with CAT. The feedback from these sessions has been that they provide parents with a bank of strategies to try with their children.

RECEPTION APPLICATIONS

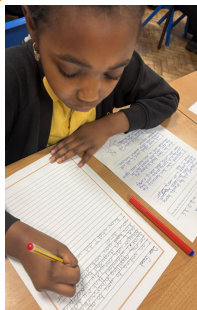
2026/27

The closing date for Reception places for the academic year 2026/2027 is on **Thursday 15th January 2026**. To apply for a reception class place for your child, you must submit an application through your local council, usually online, though paper forms are available upon request.

Applications submitted after the deadline are considered late and are much less likely to secure a place at your preferred school, as they are not processed until after the initial offer round.

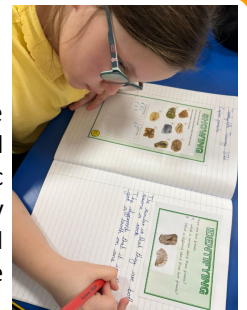
Decisions on primary school places will be sent to parents on April 16, 2026. Online applicants receive an email, while those who submitted paper forms will receive a letter by 2nd class post.

Even if your child already attends our school Nursery you **MUST** complete an application. For more information, follow the link below: [Admissions Arrangements](#)



LOWER KEY STAGE 2

Happy New Year! It has been a cold and frosty start to the year but I wanted to start by saying a huge thank you and well done to those children who have attended in all conditions this week. This has shown great self-discipline and motivation to their education. Being in school is not only great for academic progression, but it also helps with confidence and social skills. Every day counts! This week we have started our new topics including making tints and shades in Art, as well as investigating fossils in Science and studying the Bronze Age in History.



UPPER KEY STAGE 2

Years 5 and 6 have settled back into school routines extremely well after the Christmas break, despite the snowy start! This week, pupils have taken part in a whole-school project based on Jack and the Beanstalk. Children have been exploring the story from different viewpoints, putting Jack on trial to decide whether he should be seen as a criminal or a hero. They have also been encouraged to show empathy for the Giant, who often gets a bad reputation, by considering his thoughts, feelings and motivations. This has prompted thoughtful discussion, strong reasoning and some excellent written outcomes. The children will be using their oracy skills to feedback their work to the rest of the school in our showcase. They have enjoyed rehearsing their speeches and using their body language to present their cases.



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NAH
6
DAYS OFF



RMH
10
DAYS OFF

RAY
10
DAYS OFF

1CP
11
DAYS OFF

1/2DN
10
DAYS OFF

2AB
9
DAYS OFF

6NOV
DAYS OFF

3AS
12
DAYS OFF

3/4LM
8
DAYS OFF

4SM
14
DAYS OFF

5LM
6
DAYS OFF



5/6NW
13
DAYS OFF

6BP
17
DAYS OFF





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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and CEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on [our website](http://our.website)

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#WakeUpWednesday

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Ofsted
Good
Provider